

**City University of Hong Kong
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin English Language Centre
with effect from Semester B 2020 / 21**

Part I Course Overview

Course Title: English Enhancement Course for Associate Degree Students II

Course Code: LC1003

Course Duration: 1 semester

Credit Units: 3

Level: Associate Degree

Proposed Area:
(for GE courses only) Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Grade 3 in the English subject of the HKDSE or successful completion of the English Foundation Course for Associate Degree Students (EFCAD) EL0009/LC0009

Precursors:
(Course Code and Title) N/A

Equivalent Courses:
(Course Code and Title) Students who have completed EL0200 English for Academic Purposes (6 credits) are deemed to have completed EL1002/LC1002 (3 credits) and EL1003/LC1003 (3 credits).
EL1003 English Enhancement Course for Associate Degree Students II

Exclusive Courses:
(Course Code and Title) N/A

Part II Course Details

1. Abstract

This course aims to enhance both reading and writing skills for the successful completion of students' academic studies. Students are taught advanced reading skills and strategies to acquire academic vocabulary, comprehend complex texts and gather information for summarising and synthesising purposes. Students will engage in collaborative writing and develop the ability to write coherently for various academic purposes. Through a wide range of interactive independent learning practices, students are expected to take charge of their language development and actively engage in self-directed learning.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1	recognise and interpret the discourse patterns and lexicogrammatical choices in a variety of academic texts		√	√	
2	demonstrate an ability to comprehend, summarise, analyse and synthesise information and ideas in a range of authentic texts			√	
3	write in a relevant and organised way using a wide range of sentence structures and vocabulary accurately			√	
4	compose coherent academic texts using information taken from selected sources			√	
5	select and appropriately exploit resources for self-directed language learning		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

In this course, students will work individually, in pairs and in groups to:

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
	identify main ideas and specific information from sources with different views	✓	✓				
	organise information taken from formal or informal sources into notes or mind maps	✓	✓				
	engage in a wide range of reading activities for reviewing, summarising, analysing, synthesising and evaluating purposes	✓	✓				
Group project	write cause-and-effect and problem- and-solution texts individually and in groups			✓	✓		
	self-edit and peer-edit written drafts following a process approach			✓	✓		
	integrate appropriate information from various sources to support a range of writing purposes	✓	✓	✓	✓		
	act on the results of a diagnostic test designed to identify the strengths and weaknesses in reading and writing					✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 50%							
Reflective report on self-directed learning					✓	15%	
Written drafts of problem-and-solution texts revised following a process approach	✓	✓	✓	✓		25%	
In-class participation	✓	✓	✓	✓		10%	
Examination: 50% (duration: 2 hrs 45 mins)							
End-of-course reading assessment	✓	✓				25%	
End-of-course writing assessment			✓	✓		25%	
*The weighting should add up to 100%						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Reflective report on self-directed learning (15%)	Self-evaluation (50%)	<ul style="list-style-type: none"> Reflects with clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies Provides examples of learning experiences that are clearly relevant to plan/process Reflects thoughtfully in the context of personal feelings and values 	<ul style="list-style-type: none"> Reflects with mostly clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies Provides examples of learning experiences that are mostly relevant to plan/process Reflects with some reference to personal feelings and values 	<ul style="list-style-type: none"> Reflects with some references to objectives defined at beginning of semester and/or the significance of the experience for future studies Provides examples of learning experiences that are sometimes relevant to plan/process Reflects reasonably in places, but perhaps somewhat superficially and/or generically 	<ul style="list-style-type: none"> Reflects with few references to objectives defined at beginning of semester and/or the significance of the experience for future studies Provides examples of learning experiences that are generally irrelevant to plan/process Reflects unconvincingly and/or describes rather than reflects 	<ul style="list-style-type: none"> Reflects with no references to objectives defined at beginning of semester and/or the significance of the experience for future studies Provides examples of learning experiences that are irrelevant to plan/process Reflects unconvincingly and/or describes rather than reflects throughout
	Setting of Objectives and Management of Learning Process (50%)	<ul style="list-style-type: none"> Articulates clear and appropriate learning objectives, with clear connections to diagnostic activities Selects appropriate learning activities and resources throughout the learning process 	<ul style="list-style-type: none"> Articulates mostly clear and appropriate learning objectives, with connections to diagnostic activities Selects mostly appropriate learning activities and resources 	<ul style="list-style-type: none"> Articulates somewhat clear and appropriate learning objectives, which may be connected to diagnostic activities Selects some appropriate learning activities and resources 	<ul style="list-style-type: none"> Articulates generally unclear and inappropriate learning objectives, with little or no connection to diagnostic activities Selects marginally appropriate learning activities and resources 	<ul style="list-style-type: none"> Articulates very unclear and inappropriate learning objectives, with little or no connection to diagnostic activities Selects mostly inappropriate learning activities and resources

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> Clearly demonstrates effective management of time, resources, and activities, and made changes where appropriate with full explanation of the reasons behind the changes 	<ul style="list-style-type: none"> Generally demonstrates effective management of time, resources, and activities, and provides reasonable explanation of any changes 	<ul style="list-style-type: none"> Demonstrates fair management of time, resources, and activities, and provides some explanation of any changes 	<ul style="list-style-type: none"> Demonstrates poor management of time, resources, and activities, and provides little or no explanation of any changes 	<ul style="list-style-type: none"> Demonstrates very poor management of time, resources, and activities, and provides little or no explanation of any changes
Written drafts of problem-and-solution texts revised following a process approach (25%)	Organisation and Coherence (30%)	<ul style="list-style-type: none"> Structures the writing very clearly and logically Uses a wide variety of lexical and grammatical cohesive devices effectively, with negligible problems in cohesion and/or coherence 	<ul style="list-style-type: none"> Structures the writing clearly and logically Uses a variety of lexical and grammatical cohesive devices effectively, with minor problems in cohesion and/or coherence 	<ul style="list-style-type: none"> Structures the writing clearly and logically in general Generally uses a variety of lexical and grammatical cohesive devices effectively though there may be occasional problems in cohesion and/or coherence 	<ul style="list-style-type: none"> Structures the writing clearly and logically in general though there is at least one serious problem with the macro structure Uses a limited range of cohesive devices with noticeable problems in cohesion and/or coherence 	<ul style="list-style-type: none"> Significant problems with structure Overuse of simple cohesive devices and/or has significant problems in cohesion and/or coherence
	Content (30%)	<ul style="list-style-type: none"> Responds very relevantly and convincingly to the prompt given and fulfils the task completely Presents a clear and engaging stance throughout 	<ul style="list-style-type: none"> Responds relevantly and convincingly to the prompt given and generally fulfils the task well Presents a clear stance throughout 	<ul style="list-style-type: none"> Responds relevantly to the prompt given and fulfils the task adequately Stance is identifiable 	<ul style="list-style-type: none"> Responds to the prompt given and minimally fulfils the task Stance is not always consistent/clear 	<ul style="list-style-type: none"> Minimal fulfilment of task, with significant problems, and / or missing elements Stance is generally unclear

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	Language (30%)	<ul style="list-style-type: none"> Constructs a very good variety of sentence structures, with a high degree of grammatical accuracy throughout Uses a wide variety of vocabulary accurately and appropriately Language errors have negligible impact on readability and meaning 	<ul style="list-style-type: none"> Constructs a good variety of sentence structures, with a relatively high degree of grammatical accuracy throughout Uses a variety of vocabulary accurately and appropriately most of the time Language errors may have a minor impact on readability and meaning 	<ul style="list-style-type: none"> Constructs a variety of sentence structures, with an adequate degree of grammatical accuracy throughout Uses a variety of vocabulary though not always accurately or appropriately Some noticeable language errors which may have an occasional impact on meaning and/or readability 	<ul style="list-style-type: none"> Constructs a limited variety of sentence structures, with a basic degree of grammatical accuracy throughout Uses a limited variety of vocabulary. Obvious overuse of some words. Collocation, appropriacy and/or word form errors are evident Some noticeable language errors which have an impact on meaning and/or readability 	<ul style="list-style-type: none"> Reliance on simple sentences, with a low degree of grammatical accuracy throughout. Uses a limited variety of vocabulary. Collocation, appropriacy, word form and/or spelling errors predominate Language errors are predominant with serious impact on readability
	Source use (10%)	<ul style="list-style-type: none"> Citations represent their sources very accurately Citations provide strong support for the idea(s) Citations (and reference list¹) are all formatted correctly 	<ul style="list-style-type: none"> Citations generally represent their sources accurately Citations provide appropriate support for the idea(s) Citations (and reference list) are mostly formatted correctly 	<ul style="list-style-type: none"> Citations represent their sources with varying accuracy Citations provide generally appropriate support for the idea(s) Citations (and reference list) are generally formatted correctly 	<ul style="list-style-type: none"> Citations generally represent their sources inaccurately Citations provide little appropriate support for the idea(s) Citations (and reference list) are generally formatted incorrectly 	<ul style="list-style-type: none"> Citations represent their sources very inaccurately Citations do not support the ideas Citations (and reference list) are formatted very inaccurately Only one source is used

¹ Reference list is written for the Coursework Essay only – it is not written in the final exam

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class participation (10%)	<ol style="list-style-type: none"> Active participation in class activities Collegial attitude towards fellow classmates Contribution to a classroom environment conducive to learning and discovery Evidence of preparation for lessons 	<p>Very active class participation:</p> <ul style="list-style-type: none"> Frequent and insightful contribution to class activities Very active participation in group work and very helpful attitude towards classmates and their work Consistent evidence of having prepared for lessons Responsive and alert throughout classes 	<p>Active class participation:</p> <ul style="list-style-type: none"> Frequent contribution to class activities Active participation in group work and helpful attitude towards classmates and their work Frequent evidence of having prepared for lessons Mostly responsive and alert throughout classes 	<p>Generally active class participation:</p> <ul style="list-style-type: none"> Some contribution to class activities Moderately active participation in group work and fairly helpful attitude towards classmates and their work Some evidence of having prepared for lessons Generally responsive and alert throughout classes 	<p>Inconsistent class participation:</p> <ul style="list-style-type: none"> Infrequent contribution to class activities Half-hearted participation in group work and not displaying a helpful attitude towards classmates and their work Occasional evidence of having prepared for lessons Sometimes distracted and/or unresponsive 	<p>Inactive class participation</p> <ul style="list-style-type: none"> Little or no contribution to class activities Little participation in group work and generally unhelpful attitude towards classmates and their work Consistent evidence of being unprepared for lessons Often distracted and/or unresponsive Absence for more than 9 classroom hours without justification will result in failure in "In-class Participation" (no mark will be awarded).

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
End-of-course reading assessment (25%)	Understanding main ideas and supporting details (40%)	<ul style="list-style-type: none"> able to understand simple main ideas and supporting details in a variety of texts 	<ul style="list-style-type: none"> able to understand simple main ideas and supporting details in a variety of texts most of the time 	<ul style="list-style-type: none"> able to understand simple main ideas and supporting details in simple texts some of the time 	<ul style="list-style-type: none"> able to understand simple main ideas and supporting details in simple texts some of the time when explicitly stated 	<ul style="list-style-type: none"> ability to understand simple main ideas and supporting details in simple texts is minimal
	Understanding and unpacking simple cohesive devices, linking structures and grammatical constructions (40%)	<ul style="list-style-type: none"> able to understand and unpack simple cohesive devices, linking structures and grammatical devices 	<ul style="list-style-type: none"> able to understand and unpack simple cohesive devices, linking structures and grammatical devices most of the time 	<ul style="list-style-type: none"> able to understand and unpack simple cohesive devices, linking structures and grammatical devices some of the time 	<ul style="list-style-type: none"> able to understand very simple cohesive devices, linking structures and grammatical structures 	<ul style="list-style-type: none"> ability to understand very simple cohesive devices, linking structures and grammatical devices is minimal
	Identifying, understanding and interpreting vocabulary (20%)	<ul style="list-style-type: none"> able to identify, understand and interpret common vocabulary, and some uncommon vocabulary, effectively 	<ul style="list-style-type: none"> able to identify, understand and interpret common vocabulary effectively most of the time 	<ul style="list-style-type: none"> able to identify, understand and interpret common vocabulary effectively some of the time 	<ul style="list-style-type: none"> able to identify common, simple, vocabulary effectively some of the time 	<ul style="list-style-type: none"> ability to identify common, simple vocabulary is minimal
End-of-course writing assessment (25%)	<ul style="list-style-type: none"> <i>(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)</i> 					

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	
2.	
3.	
...	